ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.03 No.04 (2025)

RELATIONSHIP OF TEACHERS' SOCIAL RECOGNITION WITH THEIR PSYCHOLOGICAL OWNERSHIP

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Abstract
The current study investigated the association between teachers' social recognition and psychological ownership at the secondary school level. A quantitative approach was employed, using a descriptive-correlational research design. Data were gathered from 650 secondary school teachers through adopted questionnaires designed to measure social recognition and psychological ownership. The data were analyzed using descriptive statistics, Pearson product-moment correlation, and regression analysis. The results revealed that teachers demonstrated a positive perception of social recognition. Among its dimensions, social esteem was found to be at a high level, whereas care and respect were observed at moderately high levels. The findings further showed that teachers possessed a strong sense of psychological ownership, especially in relation to self-efficacy and self-identity. Pearson correlation analysis revealed a positive and statistically significant relationship between teachers' social recognition and psychological ownership, $r = .515$, $p < .001$. Gender-wise findings also showed significant positive relationships among both male and female teachers, with a stronger relationship among female teachers. Regression analysis further confirmed that teachers' social recognition significantly predicted psychological ownership. The study concluded that social recognition is an important factor in strengthening teachers' sense of belonging, responsibility, self-efficacy, and identification with their schools. It is recommended that school administrators promote appreciation, respect, participation, and professional acknowledgement to enhance psychological ownership among teachers.

Keywords: Teachers' Social Recognition; Psychological Ownership; Secondary School Teachers; Social Esteem; Self-Efficacy

1. Introduction

Teachers play a central role in the academic, emotional, and social development of students. Their commitment, sense of responsibility, and attachment to the institution are strongly influenced by the social and psychological conditions of the school environment. In this context, social recognition has become an important factor in understanding teachers' professional behavior. Social recognition refers to the respect, appreciation, acknowledgement, and value given to teachers by principals, colleagues, students, parents, and society. When teachers feel that their efforts and contributions are recognized, they are more likely to develop positive attitudes toward their profession and institution (Chen et al., 2025; Rocque et al., 2024).

In educational institutions, social recognition may appear in different forms, such as appreciation from school heads, respect from students, support from colleagues, involvement in decision-making, and public acknowledgement of teachers' professional role. Such recognition strengthens teachers' motivation, confidence, and professional identity. Recent studies indicate that supportive and respectful school environments are linked with teachers' job engagement, commitment, and organizational citizenship behavior (Hsieh et al., 2022; Saeed & Chaudhary, 2021). Therefore, recognition is not only a personal need but also an important organizational resource. Psychological ownership is another important concept in organizational and educational psychology. It refers to a psychological state in which individuals feel that a particular organization, job, classroom, or role belongs to them, even without legal ownership (Pierce et al., 2001; Pierce et al., 2003). They tend to safeguard the institution more, be involved in the improvement of the school, shoulder responsibility, and

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exhibit commitment beyond their formal role (Van Dyne & Pierce, 2004). Past studies have examined teacher motivation, organizational support, teacher job satisfaction and psychological ownership in isolation; and little research has been conducted on the direct link between teacher social recognition and psychological ownership. Therefore, this article focuses on examining how social recognition is related to teachers' psychological ownership. The study can be useful to educational leaders in order to understand the significance of cultivating a culture of respect, appreciation and professional acknowledgment in schools.

2. Statement of Problem

Teachers are expected to be committed, responsible and involved in school development. Many teachers may feel, however, that their work is not adequately valued, acknowledged, or celebrated by school leaders, peers, students, parents, or society. The lack of social recognition may lead to low morale, emotional attachment and belonging to the institution by teachers. If teachers don't feel valued, they might only do what they can do formally and they may not feel that they have a personal tie to their school. Psychological ownership is key as it motivates teachers to see the success of the school and classroom as their own. The association between teachers' social recognition and psychological ownership has been little discussed, though research has been written on teacher motivation, organizational support and job satisfaction. The void between this leads to the question of whether teachers, who feel socially recognized, would also feel a greater sense of ownership over their society. Hence, the present study is to explore the association between teachers' social recognition and psychological ownership.

3. Objectives of the Study

The study was guided by the following objectives:

1. To examine the levels of social recognition and psychological ownership among secondary school teachers.
2. To determine the relationship between teachers' social recognition and psychological ownership at the secondary school level.
3. To compare teachers' social recognition and psychological ownership with respect to selected demographic variables, including gender, academic qualification, and teaching experience, at the secondary school level.

4. Hypotheses of the Study

H_{01}: There is no significant relationship between teachers' social recognition and psychological ownership at the secondary school level.

H_{02}: There is no significant relationship between social recognition and psychological ownership among male teachers at the secondary school level.

H_{03}: There is no significant relationship between social recognition and psychological ownership among female teachers at the secondary school level.

H_{04}: Teachers' social recognition has no significant effect on psychological ownership at the secondary school level.

H_{05}: Male teachers' social recognition has no significant effect on their psychological ownership at the secondary school level.

H_{06}: Female teachers' social recognition has no significant effect on their psychological ownership at the secondary school level.

5. Significance of the study

In this regard, the present study is important as it brings focus on the role of social recognition in the development of psychological ownership of secondary school teachers. Secondary school teachers are a major influence in determining students' success, behavior, self-esteem, and educational trajectory. If teachers can be respected, appreciated and valued by their school head, their colleagues, students, parents and society, they might have more emotional connection with their schools. This attachment can motivate them to be more responsible for

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school improvement, success of the students, and institutional goals. The study could be valuable for head teachers, school managers, and education officials as it could help them realize that recognition, as a factor, is important for teachers to ensure their commitment and sense of belonging. Basic behaviors like appreciating, respecting professionally, encouraging, participating in decision making and recognizing teachers' efforts may help to increase the psychological ownership. Furthermore, the findings of this study can add to the literature by presenting an explanation of the relationship between social recognition and psychological ownership, in particular in the context of secondary school.

6. Delimitations of the Study

The study was conducted within specific boundaries to keep the research focused and manageable. The study was delimited to public secondary schools of Punjab province only. Private secondary schools and schools from other provinces were not included in the study. The respondents of the study were secondary school teachers only; therefore, school heads, students, parents, and administrative staff were not included as respondents. The study was also delimited to two major variables, namely teachers' social recognition and psychological ownership. Other related variables such as job satisfaction, teacher motivation, leadership style, school climate, organizational commitment, and teacher performance were not included in the study.

7. Research Methodology

The study followed a quantitative research approach. This approach was selected because the study intended to measure teachers' social recognition and psychological ownership through numerical data. The primary aim of the study was to investigate the relationship between teachers' social recognition and psychological ownership at the secondary school level. Data were collected from secondary school teachers using adopted research instruments. The collected data were analyzed through statistical techniques to identify the levels of teachers' social recognition and psychological ownership and to examine the relationship between the two variables. This methodology was considered suitable as it enabled the researcher to obtain objective, measurable, and reliable results regarding the selected variables.

8. Research Design

A descriptive-correlational research design was used in the study. The descriptive aspect of the design helped explain the existing levels of social recognition and psychological ownership among secondary school teachers. The correlational aspect was applied to examine the relationship between teachers' social recognition and psychological ownership. This design was appropriate because no variable was manipulated by the researcher. Both variables were studied in their natural setting to determine whether a significant relationship existed between teachers' social recognition and psychological ownership.

9. Instrumentation

The data were gathered by using adopted instruments. Structured questionnaire was the principal instrument for obtaining data from secondary school teachers. The questionnaire was divided into three parts. The first section was pertaining to the demographic details of the respondents such as gender, age, academic qualification, professional qualification and teaching experience. The second section was adapted from the Teachers' Social Recognition Scale (TSRS) to assess teachers' feelings of being respected, appreciated, acknowledged, supported and valued in their teaching context. The third section was adapted from the Psychological Ownership Measure to assess teachers' belongingness, attachment, responsibility, self-identity and personal connection to their school. Items of adopted instruments were put in a Likert Scale. The higher scores on the Teachers' Social Recognition Scale represented higher perceived social recognition and the higher scores on the Psychological Ownership Measure represented higher psychological ownership among secondary school teachers. The use of adopted instruments was deemed appropriate because

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the instruments were instruments that have been developed and used by previous researchers. The validity of the questionnaire has been carried out with the expert opinion and reliabilities of the instruments were checked by cronbach alpha before final data analysis.

10. Data Collection and Data Analysis Procedure

Secondary school teachers were used as the source of data using adopted instruments. The required permission for data collection was acquired from the appropriate school authorities prior to data collection. The respondents were also informed that the information provided by them was confidential and that the gathered information would only be used for research. The researcher personally distributed the questionnaires to the secondary school teachers in the selection. The respondents were given necessary instructions to fill-up the questionnaire properly. The teachers were asked to carefully read each statement and indicate the most appropriate response as per their opinion. Sufficient time was given to the respondents to complete the questionnaire. The questionnaires were then retrieved from the respondents. The questionnaires collected were carefully checked and questionnaires that were incomplete or incorrectly completed (not matching the set questions) were removed from the data set. The correct answer of the items were coded and inputted in SPSS for statistical analysis.

The data were carefully screened prior to final analysis. Data accuracy was confirmed by reviewing the missing and incomplete data and possible errors. The reliability of the adopted instruments was determined by using Cronbach's alpha. Descriptive statistics were applied to present the demographic profile of the respondents. Frequencies and percentages were computed for demographic variables, including gender, academic qualification, and teaching experience. Mean and standard deviation were used to determine the levels of teachers' social recognition and psychological ownership at the secondary school level. This analysis addressed the first objective of the study. Pearson product-moment correlation was employed to examine the relationship between teachers' social recognition and psychological ownership. This analysis was linked with the second objective of the study and was also used to test H_{01}. Independent sample t-test was applied to compare teachers' social recognition and psychological ownership on the basis of gender. This analysis was used to test H_{02} and H_{03}. One-way ANOVA was applied to compare teachers' social recognition and psychological ownership on the basis of academic qualification and teaching experience. This analysis was used to test H_{04}, H_{05}, H_{06}, and H_{07}. All null hypotheses were tested at the 0.05 level of significance. The results were presented in tabular form and interpreted according to the objectives and hypotheses of the study.

11. Data Analysis and Results

Table 1

Demographic Characteristics of the Respondents

Demographic Variable	Category	N	Percentage
Gender	Male	240	36.9%
	Female	410	63.1%
Academic Qualification	BA/BSc	137	21.1%
	MA/MSc	370	56.9%
	M.Phil.	128	19.7%
	PhD	15	2.3%
Teaching Experience	1 to 10 years	387	59.5%
	11 to 20 years	177	27.2%
	21 to 30 years	46	7.1%
	More than 30 years	40	6.2%
Total		650	100%

The characteristics of the respondents are shown in Table 1. The total number of sample was 650 secondary school teachers. Female teachers were greater in number (n = 410, 63.1%)

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than male teachers (n = 240, 36.9%). Regarding academic qualification, most of the respondents had MA/MSc qualification (n = 370, 56.9%), followed by BA/BSc (n = 137, 21.1%), M.Phil. (n = 128, 19.7%), and PhD (n = 15, 2.3%). In terms of teaching experience, the majority of teachers had 1 to 10 years of experience (n = 387, 59.5%), followed by 11 to 20 years (n = 177, 27.2%). This indicates that the sample comprised predominantly of female teachers, teachers with MA/MSc qualification and teachers with 1-10 years teaching experience.

Table 2

Level of Teachers' Social Recognition

Dimension	N	Minimum	Maximum	Mean	SD	Level
Care	650	1.17	5.00	3.6677	0.67995	Moderately High
Respect	650	1.00	5.00	3.7008	0.72545	Moderately High
Social Esteem	650	1.40	5.00	4.2102	0.59858	High

Table 2 shows the secondary school level of social recognition of teachers. The mean score for care was 3.6677 with a SD of 0.67995 thus indicating moderate level of care. The mean score for respect was 3.7008 with a moderately high SD of 0.72545. The highest mean score was obtained in the social esteem (M = 4.2102, SD = 0.59858) which meant that the social esteem of secondary school teachers is quite high. Overall, the results indicated that teachers had positive perceptions about the level of social recognition in their work environment.

Table 3

Level of Teachers' Psychological Ownership

Dimension	N	Minimum	Maximum	Mean	SD	Level
Self-Efficacy	650	1.67	5.00	4.2144	0.59749	High
Belongingness	650	1.00	5.00	3.9185	0.71237	Moderately High
Self-Identity	650	2.00	5.00	4.2831	0.68712	High

Table 3 shows the level of psychological ownership among secondary school teachers. The mean score for self-efficacy was 4.2144 with a SD of 0.59749, indicating a high level. The mean score for belongingness was 3.9185 with a standard deviation of 0.71237, showing a moderately high level. The highest mean score was found for self-identity (M = 4.2831, SD = 0.68712), which indicated a high level of self-identity among teachers. Overall, the findings revealed that secondary school teachers had a high level of psychological ownership, particularly in the dimensions of self-identity and self-efficacy.

Table 4

Relationship between Teachers' Social Recognition and Psychological Ownership

Variables	N	r-value	p-value	Decision
Social Recognition and Psychological Ownership	650	.515**	.000	H_{01} Rejected

The results showed a positive and statistically significant relationship between teachers' social recognition and psychological ownership, r = .515, p = .000. Since the p-value was less than 0.05, the null hypothesis was rejected. Therefore, it was concluded that there was a significant positive relationship between teachers' social recognition and psychological ownership at the secondary school level. This means that teachers who perceived higher social recognition also reported higher psychological ownership.

Table 5

Gender-Wise Relationship between Teachers' Social Recognition and Psychological Ownership

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Gender	N	r-value	p-value	Decision
Male	240	.459**	.000	Significant
Female	409	.542**	.000	Significant

Table 5 presents the gender-wise relationship between teachers' social recognition and psychological ownership. Among male teachers, a positive and statistically significant relationship was found between social recognition and psychological ownership, r = .459, p = .000. Among female teachers, the relationship was also positive and statistically significant, r = .542, p = .000. The relationship was stronger among female teachers as compared to male teachers. These results show that social recognition was positively associated with psychological ownership for both male and female secondary school teachers.

Table 6

Effect of Teachers' Social Recognition on Psychological Ownership

Predictor	B	Std. Error	Beta	t-value	p-value
Constant	2.435	.111		21.930	.000
Social Recognition	.437	.029	.515	15.310	.000

Model Summary: $R^2 = .515$, N = 650

Dependent Variable: Psychological Ownership

Table 6 shows the effect of teachers' social recognition on psychological ownership. The regression analysis indicated that social recognition was a positive and significant predictor of psychological ownership, B = .437, β = .515, t = 15.310, p = .000. The value of $R^2 = .515$ indicated that teachers' social recognition explained 51.5% variance in psychological ownership. Since the p-value was less than 0.05, the result was statistically significant. Therefore, it was concluded that higher social recognition significantly increased psychological ownership among secondary school teachers.

Table 7

Gender-Wise Effect of Teachers' Social Recognition on Psychological Ownership

Gender	N	B	Std. Error	Beta	t-value	p-value	R^2
Male	240	.373	.047	.459	7.966	.000	.459
Female	409	.470	.036	.542	13.008	.000	.542

Dependent Variable: Psychological Ownership

Table 7 presents the gender-wise effect of teachers' social recognition on psychological ownership. For male teachers, social recognition significantly predicted psychological ownership, B = .373, β = .459, t = 7.966, p = .000. The R^2 value showed that social recognition explained 45.9% variance in psychological ownership among male teachers. For female teachers, social recognition also significantly predicted psychological ownership, B = .470, β = .542, t = 13.008, p = .000. The R^2 value showed that social recognition explained 54.2% variance in psychological ownership among female teachers. The results indicated that the effect of social recognition on psychological ownership was stronger among female teachers than male teachers.

Table 8

Summary of Hypotheses Testing

Hypothesis	Statistical Test	Result	Decision
H_{01}	Pearson correlation	r = .515, p = .000	Rejected
H_{02}	Pearson correlation	r = .459, p = .000	Rejected
H_{03}	Pearson correlation	r = .542, p = .000	Rejected
H_{04}	Regression analysis	β = .515, p = .000	Rejected
H_{05}	Regression analysis	β = .459, p = .000	Rejected

ISSN E: 3006-1466
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H_{06}	Regression analysis	$\beta = .542$, $p = .000$	Rejected

The results of the hypotheses testing are provided in Table 8. The results showed that all the p-values were less than 0.05, and as such, all the reported null hypotheses were rejected. The results showed that teachers' social recognition was positively and significantly related to psychological ownership. Results also revealed that the gender-wise relationship is significant and positive between male and female teachers. Finally, the regression analysis also showed that social recognition was a significant predictor of psychological ownership. So that it can be concluded that the social recognition is an important factor in strengthening psychological ownership that must be given to teachers in the second level school.

12. Discussion and Conclusion

The findings of the study indicated that teachers' social recognition is an important factor contributing to psychological ownership among secondary school teachers. Overall, the results revealed a positive and significant relationship between social recognition and psychological ownership. This suggests that teachers who receive recognition, respect, and appreciation are more likely to develop a strong sense of psychological ownership, including feelings of belongingness, self-efficacy, responsibility, and self-identity within their schools. These findings support the concept of psychological ownership, which explains that ownership feelings develop through belonging, identity, responsibility, and personal investment in an organization (Pierce et al., 2001, 2003). The findings are also consistent with Van Dyne and Pierce (2004), who found that psychological ownership, is associated with positive work attitudes and organizational citizenship behavior.

The results also align with recent studies in education that highlight the importance of supportive leadership, teacher involvement, and teacher-school fit in fostering teachers' psychological ownership and engagement (Demir & Çobanoğlu, 2025; Töre & Uzun, 2024). The mean score of social esteem was the highest among the dimensions of social recognition and indicates that social recognition on the part of teachers was generally high. Likewise, psychological ownership was salient in terms of self-identity and self-efficacy, namely, teachers' sense of self-attachment to their schools and their self-confidence in their ability to make their schools better. Results by gender showed that the relationships were positive and significant for both males and females teachers and the relationship was stronger and predictive in female teachers. This indicates that for female teachers, recognition, appreciation and relational support may have stronger effect on the psychological ownership. This should be interpreted, however, with care as the study employed a cross-sectional correlational design and did not make causal claims. In sum, the report found social recognition to be not a symbolic practice but an organizational tool which can help to increase teachers' emotions, commitment, sense of responsibility and ownership of their institutions. Thus, a culture of respect, appreciation, supportive communication, teacher participation and professional acknowledgement should be promoted in school to improve psychological ownership among secondary school teachers.

13. Recommendations

School heads and administrators should foster a school ethos that values, respects and professionalizes teachers. Valuable efforts made by teachers should be recognized verbally, in certificates, staff meetings and in public in the school. Including teachers in decision making processes should also be seen as a way to make them feel appreciated and to make them feel a part of the school. The elements of teacher motivation, teacher recognition, supportive leadership, and psychological ownership should be part of professional development programs. Education departments should enhance the school environment, encourage head teachers to build a respectful and inclusive school environment, and promote teachers to feel attached to their schools from the emotional level. Particular focus should be placed on the sense of belongingness as it was noted to be at a moderately high level as compared to self-efficacy and

ISSN E: 3006-1466
ISSN P: 3006-1458
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self-identity. Qualitative or mixed method studies could be carried out to investigate teachers' experiences of recognition in various school settings. Additional factors such as job satisfaction, organizational commitment, school climate and leadership style, as well as private schools and school heads and students may also be included in future research.

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